DOCUMENT RESUME

ED 162 083 08 CE 017 962

TITLE Project MAVE. Model for Articulated Vocational Education. A Final Report.

SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

PUB DATE 30 Jun 78

NOTE 49p.; For a related document see CE 017 963 ; Prepared by the Thornton Area Public School Association, South Holland, Ill.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Academic Achievement; *Articulation (Program); Career Education; Community Colleges; Cooperative Planning; Elementary Secondary Education; *Interinstitutional Cooperation; Models; *Organizational Communication; Program Administration; *Program Coordination; Program Development; Program Guides; *Sequential Programs; Services; *Vocational Education

IDENTIFIERS Illinois

ABSTRACT

The purpose of this project was to develop an articulation model which can be adopted by any school system in Illinois. The objectives were to field test and evaluate the Project MAVE (Model for Articulated Vocational Education) Articulation Model(s) in various educational settings and to refine the model(s). There were seven implementation procedures utilized. The procedures were: (1) continue investigation, (2) obtain and set up field test sites, (3) develop audio-visual presentation, (4) field test, (5) evaluate effectiveness of model(s), (6) refine the model(s), and (7) disseminate project information. The Project MAVE Models, which can be adopted by any system in Illinois, provide the organization and mechanism for developing a planned vocational sequential program; coordinating students' interests and abilities with counseling procedures for student placement, staff development, and institutional relationships; strengthening the education system in general; and interlocking with resources available within the community. (For a Project MAVE program guide see CE 017 963.) (Author/CSS)

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ED162083

A FINAL REPORT

PROJECT MAVE

MODEL FOR ARTICULATED VOCATIONAL EDUCATION

Marilyn J. Artis, Director

A PROJECT FUNDED BY THE DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION, ILLINOIS OFFICE OF EDUCATION

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THORNTON AREA PUBLIC SCHOOL ASSOCIATION
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CE017962

FINAL REPORT

Project Number: RD1-B8-548

PROJECT MAVE

MODEL FOR ARTICULATED VOCATIONAL EDUCATION

Research and Development Project

in Vocational Education

Sponsored by the Department of Adult,
Vocational and Technical Education,
Illinois Office of Education,
and Thornton Area Public School Association

The project reported herein was performed pursuant to a contract with the Illinois Office of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Illinois Office of Education position or policy.

Marilyn J. Artis
Project Director
1977-1978

ACKNOWLEDGEMENTS

This final report identifies the activities undertaken by this project over the last 20 months. During these months many Illinois Vocational Educators assisted and participated in this project. Their contributions have led to the successful completion of this phase of the project.

The Field Test Site Coordinators: Art Saunders, Little Wabash Area Vocational Center; Bob Irvin, John A. Logan College; John Hlavach, Peoria Educational Service Region; Daren L. Cox, Livingston Area Vocational Center; Larry Ahearn, Mazon-Verona-Kinsman Community Unit School District 2; John Cassani, DeKalb Community Unit School District 428; Tom Norton, DuPage Area Vocational Education Authority; and Bill Hayse, Thornton Township High School District 205, should receive a special thanks for the numerous hours they gave the project during the field-testing stage.

Sincere thanks are due to the Administrative Committee: to Harold R. Fuller for his day-to-day direction and stability; to Bill Hayse for his perspectives and concepts; to Don O'Brien for his professional influence and thorough readings of manuscripts; to Bill Piland for his quick, valuable response to needs and requests; and to Tom Van Dam for his scope and comprehensiveness. Each member graciously assisted the project by contributing their ideas and offering their encouragement through many hours of meetings.

A special thanks must go to Jim Henry, Kris Coryell, Charles Schickner, Peggy Pool, and Ron McCage from the Illinois Office of Education, Department of Adult, Vocational and Technical Education, for their leadership and direction.

Sincere gratitude must go to Tim Wentling for developing the questionnaire, locating data in the state offices and contributing invaluable consultation advice to the project.

Mary Wisniewski deserves a special thanks for her excellent typing, diligent efforts in proofreading the manuscript, and appreciated sense of humor.

Marilyn J. Artis
Project Director

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Abstract

Purpose:

The purpose of this study was to develop an articulation model which can be adopted by any school system in Illinois.

Objectives - October 1, 1977 - June 30, 1978:

1. To field test and evaluate the Project MAVE (Model for Articulated Vocational Education) Articulation Model(s) in various educational settings.

2. To refine the Project MAVE Articulation Model(s).

Procedures of Implementation:

There were seven implementation procedures utilized in this time period. The procedures were: (1) continue investigation, (2) obtain and set up field test sites, (3) develop audio-visual presentation, (4) field test, (5) evaluate Model(s) effectiveness, (6) refine the Model(s) and (7) disseminate project information.

Contribution to Vocational and Technical Education:

The Project MAVE Model(s), which can be adopted by any system in Illinois, provides the organization and mechanism for: developing a planned vocational sequential program, coordinating student's interests and abilities with counseling procedures for student placement, staff development, institutional relationships, strengthening the education system in general, and interlocking with resources available within the community.

Project and Adjunct Staff

Project Monitors
James Henry
(November 1976 - March 1977)

Kristine Coryell
(March 1977 - July 1977)

Peggy Pool
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Terms and Definitions

Articulation Round Table	Formal method of communication amorg different levels of education
Building a Cooperative Climate	Jointly working and planning together
Career Education	The total effort by educational agencies and communities in presenting organized career-oriented activities from nursery school through adulthood, and orients the entire educational plan into one, unified, career-based system (Illinois Bulletin No. OCB-2800-3/1975)
Coordination of Services	Harmonious action to combine efforts to meet the needs of vocational students
Expanding Communication	Increasing the conveyance of essential knowledge and information
Sequenced Programs	Series of interlocking units or courses which provide students with the opportunities to develop competencies essential for entry level employment and/or post-secondary education (Illinois Bulletin No. 46-474)

Chapter I: Background of the Project

Introduction and Rationale

Project MAVE (Model for Articulated Vocational Education) was initiated in November 1976 because Illinois educators were becoming aware that there was a need to strengthen vocational, indeed all, articulation activities within our education system. Articulation is the means used to provide sequence and continuity in curriculums and programs and to provide needed growth and an uninterrupted sequence of learning experiences for students progressing from elementary to secondary and community college levels in both unit and dual districts.

The goal of Project MAVE is to provide a model(s) or structure, mechanism or organization to reduce articulation problems, to provide for sequence, growth, and continuity and to simplify the use of articulating practices in all educational settings.

1976-1977 Activities:

During the 1976-1977 Phase I information-gathering stage, information was gathered from 1,100 written surveys, 49 personal interviews, 35 Illinois site visitations, 6 formative and evaluative conferences and a nationwide literature review. The data that was collected led to the conclusion that there are four major components for articulating vocational programs and services. The four major elements are:

1. Building a cooperative climate
2. Expanding communication among staff
3. Developing sequenced K-14 programs
4. Coordinating K-14 services

Project and funding agency staff felt a need for a logical model with an assistant document or guide that would aid LEA personnel in the implementations of the model. The assistant document which has been developed is entitled Articulation Guide. (See Appendix D for evolution of titles for this document.) The goal of the Articulation Guide is to provide Illinois educators with a formal articulation mechanism for interinstitutional and intrainstitutional coordination of vocational programs and services.

The Articulation Guide has been developed based upon the four major articulation elements with an articulation process model which provides a framework that will help reduce problems such as the following:

1. Students repeating the same content at different levels.
2. Students experiencing disjointed, unsequenced content from educational level to level.
3. Students experiencing gaps in continuity when some content is skipped in going from one level to another.
4. Student matriculation from level to level not smooth because of a lack of information about the next level.
5. Students using the same materials and/or textbooks at different levels.
6. Needed student competencies not identified by each level and/or not communicated from one level to the next.
7. Testing program not comprehensive nor coordinated level by level.
8. Misunderstanding due to poor communications.
9. Faculty members at different levels not being aware of what others are teaching.

Utilization of the Articulation Guide:

The Articulation Guide gives a suggested format for developing a formal articulation system which encompasses and encourages participation on the behalf of all institutions involved in educating a child from kindergarten through community college levels. Sample forms and procedural steps for implementing articulation activities are included in the Articulation Guide. The use of the Guide will reduce the amount of time and effort needed on the vocational educator's part to develop, formalize and implement a plan of action for articulating vocational programs and services for students.

The implementation of the articulation activities will provide the framework for school districts to:

- Provide for smoother student matriculation from level to level with fewer problems for students, counselors, teachers, advisors, and administrators
- Increase faculty members' awareness of other educational levels.
- Reduce misunderstanding through expansion of communication.
- Coordinate efforts to eliminate bias and stereotyping to promote equal opportunity in making career choices.
- Share available resources between school districts.
- Reduce overlap of content, materials, and/or textbooks at different levels.
- Provide a system for identifying student competencies.
- Encourage development of a coordinated testing program.
- Plan K-14 area-wide curriculum activities.
- Develop interdepartmental/interdivisional curriculum coordination.

- Provide schedule flexibility for exchange teaching experiences.
- Involve community, parents, students, and teachers in curriculum development.
- Place students based upon comptencies, interests, and experiences.
- Develop sequential progression programs.

Educational and Practical Significance:

The Articulation Guide and Process Model which can be adopted by any school system in Illinois provides the organization and mechanism for: developing a planned vocational sequential program, coordinating student's interests and abilities with counseling procedures for student placement, staff development, institutional relationships, strengthening the education system in general, and interlocking with resources available within the community.

In advance, the Process Model cannot determine application of articulation activities in all situations throughout the State of Illinois; therefore, the real planning and implementation of activities must come from local educational leaders. What the Articulation Guide offers are methods, ideas, and suggestions of the "how" variety.

The Articulation Guide provides the structure for:

A. Development of a continuous and effective learning program for students from level to level and institution to institution by coordinating efforts to benefit the student's educational progress.

B. Communication to become more effective among students, teachers, administrators, citizens, employers and board members.

C. Coordination of planning, orientation, institutes, etc.

D. Development of concrete, appropriate, definitive goals arrived at in a cooperative manner by K-14 personnel.

E. Development of lists of vocational sequential skills and competencies for vocational programs.

F. Development of working relationships between the home and the school for the common good of the pupil's education.

G. Planning common joint action procedures to involve the school, home and community.

H. Planning according to local situations, taking into account local successes, activities, present status and future needs by incorporating local autonomy with local cooperative relationships among all levels of education.

Chapter II: Project Goal and Procedures

Project Initiation:

The project was initiated November 1, 1976, with a staff of project director, project secretary, administrative committee composed of representatives of all K-14 levels of education, and project consultant.

The Goal of the Project:

The goal of Project MAVE during the past year (1976-1977) was to develop a model(s) or structure, mechanism or organization to reduce problems; to provide for sequence, growth, and continuity; and to simplify the use of articulating practices.

The goal of Project MAVE during this year (1977-1978) was to test the Vocational Articulation Model(s) and its elements in selected geographic and occupational program levels at field test sites and to evaluate the effectiveness of the Model(s) at each field test site.

PROJECT GOAL AND PROCEDURES

Goal: to develop an articulation model(s) utilizing institutional coordination for the development of comprehensive vocational programs and services for students.

Problem	Problem Caused By:	Approach	Research:	Identify:	Develop	Validate Model
Need to coordinate vocational programs and services for students especially when moving from one school or district to another school or district	•Organizational structures •Interrelationships •Various role functions •Programmatic responsibilities	Look at comprehensive vocational education articulation	Problem Areas	Practical and cost-feasible processes for improving Articulation which will have an impact on optimum student development	Model(s) to be implemented	Field Test

1977-1978 Activities:

From November 1, 1977 to April 30, 1978 the Articulation Guide and Articulation Process Model was field tested at the following sites:

Field Test Sites	Type of District
Little Wabash Area Vocational Center, Carmi	Small AVC
John A. Logan College, Carterville	Community College
Peoria Educational Service Region	Large E.S.R.
Livingston Area Vocational Center, Pontiac	Small AVC
Mazon-Verona-Kinsman C. U. District 2	Small unit district
DeKalb C. U. District 428	Large unit district
DuPage Area Vocational Education Authority, Addison	Large AVC
Thornton Township High School District 205, Harvey	Large high school

Selection of Field Test Sites:

The field test sites were selected based upon (1) interest, (2) type of institution, and (3) geographic location.

Data Collection:

Field test site data was compiled on the basis of information collected during visits to field test sites by the project director, technical assistance and feedback conferences attended by field test site coordinators and project staff, written survey completed by members of each site's articulation roundtable, and written evaluation instruments completed by field test site coordinators.

The purpose of the data collection was three-fold. The first was to evaluate and validate the desirability, feasibility, and cost effectiveness of the actual utilization of the material in various educational settings. The second was to provide staff with data to refine the materials as indicated by field test results. The third was to provide project staff with more in-depth information regarding actual implementation of materials in order to assist them in future state-wide diffusion of materials.

See Appendices E and F. All data-supporting documents are on file in the Project MAVE office, Roosevelt Education Center, 320 E. 161st Place, South Holland, Illinois 60473.

Chapter III: Conclusions

Brief Overview to Conclusions:

Our data indicates that the Articulation Process Model (Appendix C) and the Articulation Guide are applicable with local selectivity to any educational setting. The process works exceptionally well with (1) strong administrative support and (2) an individual who assumes the responsibility of articulation initiator and coordinator at the local setting.

The approximate cost of implementing the Articulation Process Model is between $200.00 and $250.00, which is needed for miscellaneous meeting expenses, duplicating, substitutes, etc. The major output needed is time; time and effort are needed on the part of administrators, teachers, counselors, and vocational supervisors.

The field test sites recommend very few changes to be made in the materials. It was felt that the materials are suitable, usable and necessary for most school districts.

Conclusions from Field Test Sites:

- The Articulation Process Model provides a vehicle for the development of a formal plan.

- The Process Model provides an ideal method to get people together.

- The Process Model provides various levels for information-sharing to occur.

- The MAVE process acts as a catalyst to get people together and to obtain an acknowledgement that problems do exist.

- The Process Model expands communication in various directions.

- The materials provide methods to conduct an objective analysis of articulation practices from K-14.

- The Guide can be used as a tool to implement better articulation.

- The materials are usable in any educational setting.

- The MAVE process is a very practical and much needed tool towards developing a better and smoother educational system.

Successful Articulation:

The field testing has shown that successful articulation stems from:

A. Top administrators supporting the activities

B. One person being responsible for tying it all together.

C. Goals being developed locally

D. Climate of rapport, trust, understanding, and cooperation being obtained.

Chapter IV: Brief Recap of the Project's Progress

This project was initiated in the fall of 1976 with the directed task of developing an articulation framework suitable for all Illinois educational settings. This was an extensive task.

From the study of the literature review, we learned that articulation projects follow a pattern. First, they start out large in scope, developing cellular theories attempting to show three-dimensionally all the persons involved and all the numerous types of articulation that exist in education. Secondly, projects zone in on guidance personnel attempting to select one easy answer for why articulation is so difficult to implement. Thirdly, selecting out the most recognizable type of articulation--program articulation--projects then become singular-minded with all energies directed at curriculum articulation, sequenced programming, continuous learning programs, etc.

Project MAVE has elected to deal with institutional coordination--joint institutional communication, joint institutional sharing, joint institutional cooperation--with one result being the jointly coordinated delivery of vocational programs and services which will benefit each individual student's total educational progress, including both the cognitive and affective domains.

By choosing not to deal specifically with programs and by not following the patterns of the other existing articulation projects, Project MAVE provides a new step to educational articulation.

Project MAVE does not possess all the answers to articulation; yet the Process Model (see Appendix C) does provide the framework to deal with most of them. MAVE is paving the way for sincere articulation to take place in the State of Illinois. MAVE is laying the necessary groundwork--the building of a cooperative climate; the expansion of communication; the sharing of knowledge, materials, and resources--most of which takes 3 to 5 years to accomplish effectively. These activities are of utmost importance to establish long-term educational articulation. Field testing has shown the MAVE Articulation Process Model to be valuable with the promise of improved articulation coming from this beginning. The project is laying the groundwork for future institutional efforts in not only vocational education, but also in all other educational fields.

CHAPTER V: RECOMMENDATIONS

Recommendations from Field Test Sites:

A. The utilization of the Articulation Guide should continue to be encouraged. It has been of invaluable help in establishing the articulation procedures of the field test sites. It is comprehensive and it contains almost everything needed to help organize a program of articulation.

B. Strong administrative support must be obtained to bring about successful articulation activities. Administrative support is very necessary in order to make decisions and to implement articulation activities.

C. Implementation of the activities should start in September so that a full school year can be used to implement the Articulation Guide materials.

D. An awareness should be created about the fact that articulation is a long process and should be developed and planned with caution. Any plan short of two years in unrealistic.

E. The Articulation Guide is somewhat overprogrammed and tends to become overwhelming. Revisions and explanations at Dissemination Workshops can overcome this problem.

Recommendations from Field Test Sites for Dissemination:

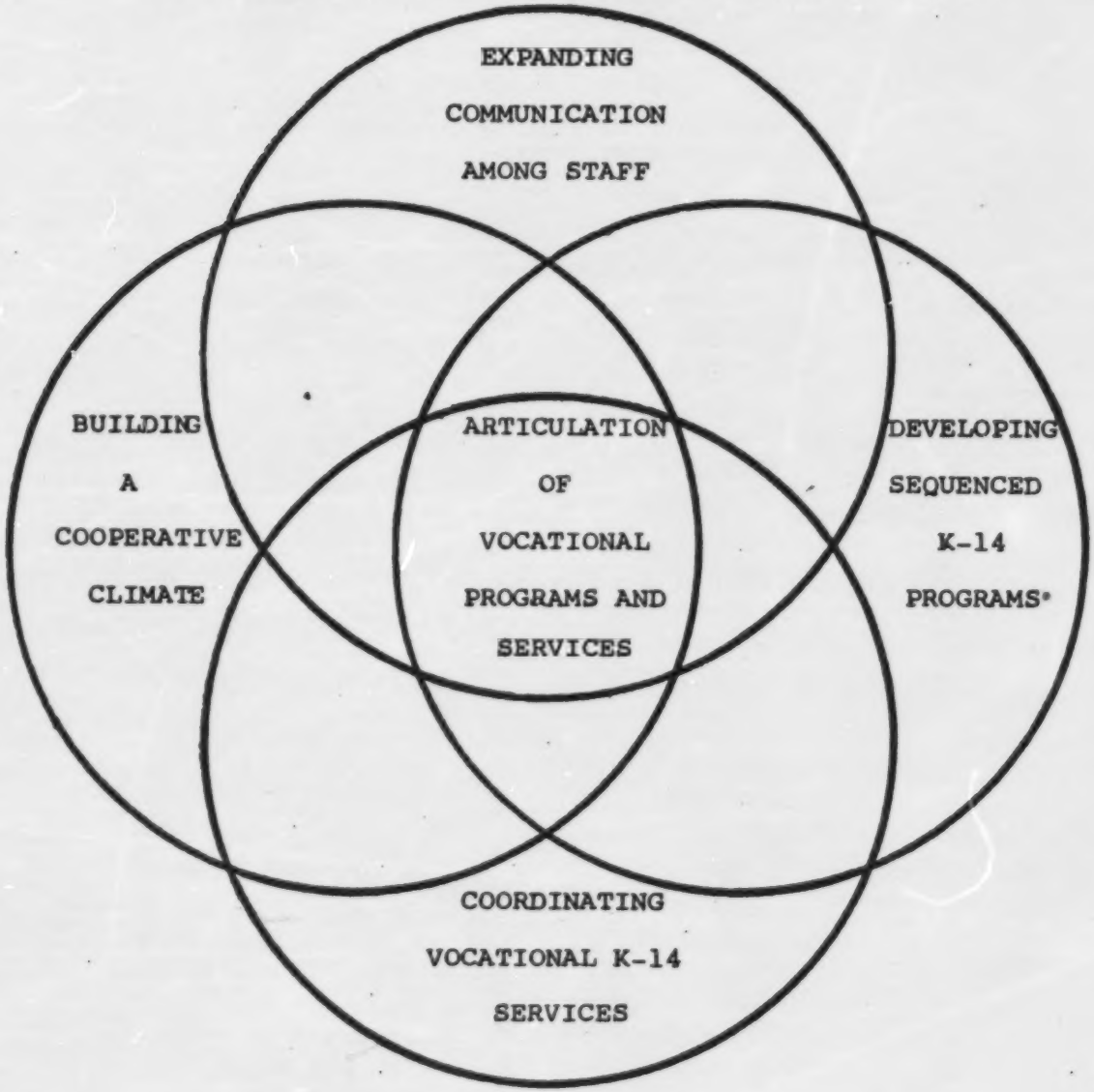
A. The Articulation Guide should be disseminated to other educators besides just vocational educators. There is a great need for improved communication in all phases of education.

B. There should be half-day training workshops tailored to the needs of the participants to orient them to the Articulation Process Model and Articulation Guide. The workshops should be very personalized.

APPENDIX A - FOUR ESSENTIAL ELEMENTS FOR EFFECTIVE ARTICULATION

Appendix A

FOUR ESSENTIAL ELEMENTS FOR EFFECTIVE ARTICULATION


EXPANDING COMMUNICATION AMONG STAFF
BUILDING A COOPERATIVE CLIMATE
ARTICULATION OF VOCATIONAL PROGRAMS AND SERVICES
DEVELOPING SEQUENCED K-14 PROGRAMS
COORDINATING VOCATIONAL K-14 SERVICES

APPENDIX B - EXPLANATION OF ARTICULATION PROCESS MODEL AND ARTICULATION GUIDE

APPENDIX B

Explanation of Articulation Process Model and Articulation Guide

The Project MAVE Articulation Process Model shown in Appendix C is based upon the Four Essential Elements for Effective Articulation as shown in Appendix A. To implement effective articulation, educators need to identify their current articulation activities and procedures; to identify their strengths and build upon them, as well as to identify their needs, priorities, barriers, goals and objectives; and to explore processes that will strengthen articulation of vocational education.

Project MAVE has incorporated a methodology for local assessment into the Articulation Guide. It is the framework for local assessment that provides the structure for the various articulation sub-models to be implemented. Since each school has individual assets, barriers, priorities, needs and goals for vocational education within the area of pupil articulation, staff articulation, community articulation and curriculum articulation, there must be different methods for improvement available.

Articulation activities are initiated by concerned educators to facilitate the education of the students. It is the human element in articulation activities that holds the key for successful articulation. It is necessary for people to communicate, to share and weave together their resources, with respect to each articulation activity so that organized and

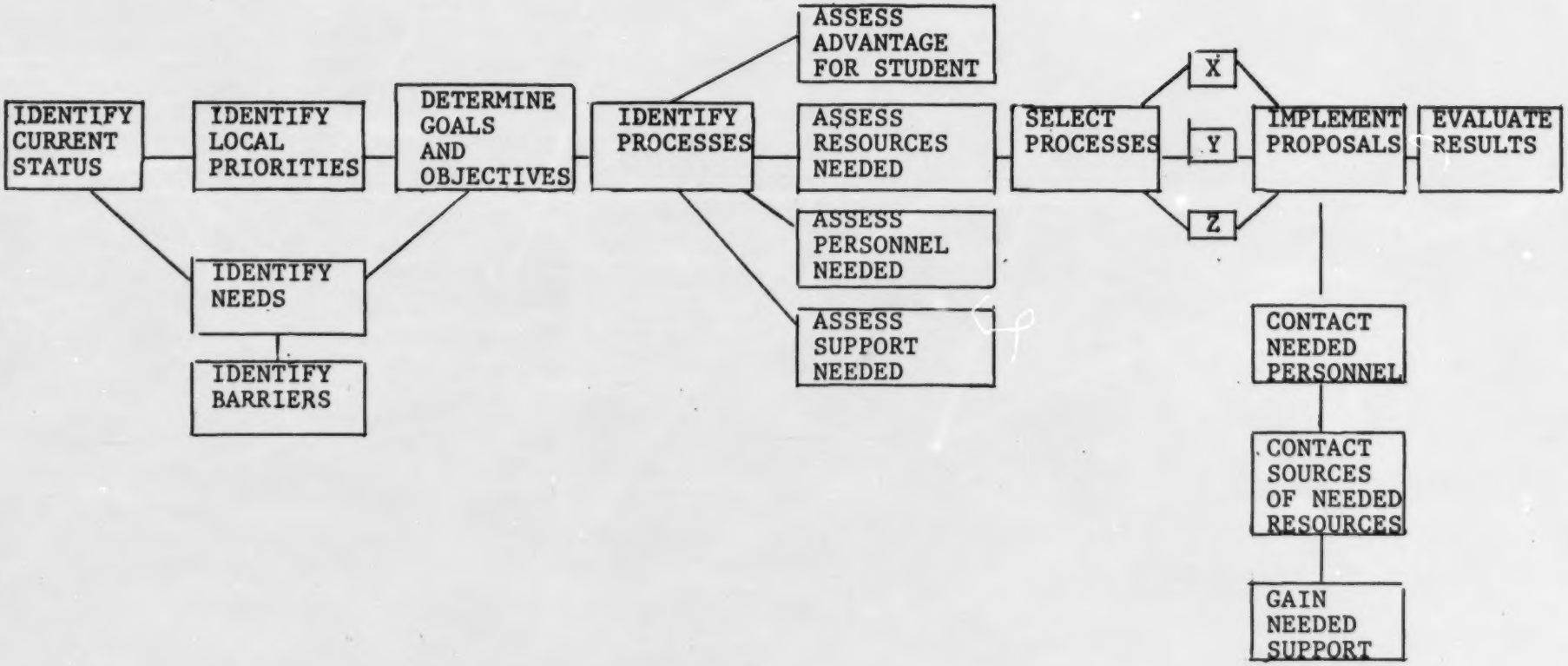
integrated efforts result in a better learning environment for the student in vocational education.

The Project MAVE Articulation Guide gives the structure, mechanism and organization for the maintenance and development of articulating procedures. The Articulation Guide interrelates with the Model by supplying the procedures and instruments necessary for determining current status, barriers, needs, local priorities and goals and objectives. The Guide also has procedures, activities, and examples for identification, assessment, selection and implementation and evaluation of vocational education articulation processes dealing with (a) developing a cooperative climate, (b) expanding communication among staff, (c) developing sequenced K-14 programs, and (d) coordinating K-14 services.

APPENDIX C - ARTICULATION PROCESS MODEL CHART

APPENDIX C

ARTICULATION PROCESS MODEL CHART



APPENDIX D - EVOLUTION OF TERMS AND DEFINITION OF ARTICULATION

APPENDIX D

Evolution of Terms

1976-77 Articulation Model(s)

became

1977-78 Project MAVE Handbook

became

1978 Articulation Guide based upon an Articulation Process Model

Definition of Articulation

Articulation: process utilized for communicating and sharing cooperatively to enhance the effective delivery systems in programs and services for the benefit of the student

APPENDIX E - SURVEY OF ARTICULATION ROUNDTABLE MEMBERS

Appendix E
Survey of Articulation Roundtable Members

The following survey was mailed to all Articulation Roundtable participants. The purpose of this survey was to obtain data which evaluated and validated the desirability and feasibility of the actual utilization of the materials in various educational settings.

The percent conversion is based upon the following responses:

Thornton Township High School District 205	8 respondees
Mazon-Verona-Kinsman Community Unit District 2	8 respondees
Little Wabash Area Vocational Center	11 respondees
Livingston Area Vocational Center	15 respondees
DeKalb Community Unit District 428	5 respondees
John A. Logan College District 530	5 respondees
DuPage Area Vocational Education Authority	8 respondees
	60 Total

Project MAVE
(Model for Articulated Vocational Education)
Survey of Articulation Roundtable Members

		% Conversion
A.	Has your involvement in the Articulation Roundtable helped you plan and implement articulation activities which are beneficial for the students?	78% Yes 22% No
B.	Has your institution's communication and information system been expanded due to your involvement in the Articulation Roundtable?	76% Yes 24% No
	Comments: There hasn't been enough time.	
C.	Has coordination and cooperation among and between the institutions increased?	84% Yes 16% No
D.	How would you rate the leadership of the Articulation Roundtable Chairperson?	46% Excellent 19% Good 7% Fair 3% Poor
E.	Was the leadership of your Articulation Roundtable Chairperson an important element for expansion of articulation activities?	80% Yes 20% No
F.	Were the suggested procedures and activities for the Articulation Roundtable too limiting or only applicable to certain institutions?	27% Yes 73% No
G.	Did you feel comfortable with the other members of the Roundtable and were you truthful and able to state your point of view concerning top priority articulation activities?	95% Yes 5% No
H.	Did your top administrators support this articulation activity?	96% Yes 4% No
I.	Are the top administrators directly involved in this activity?	65% Yes 35% No

		% Conversion	
J.	Was the field-testing activity responsible for measurable gains?	67% Yes	33% No
K.	Did your Articulation Roundtable encounter problems?	48% Yes	52% No
L.	Was the MAVE Handbook suitable to your district and situation?	89% Yes	11% No

M. What suggestions can you offer for improvement of the MAVE Handbook?

Reduce its size.

N. What were the perceived payoffs of field testing the activity of forming and utilizing the Articulation Roundtable?

Development of a formal articulation mechanism.

O.	Would you recommend this articulation activity to other educational institutions?	93% Yes	7% No
P.	Do you recommend that D.A.V.T.E. (Department of Adult, Vocational and Technical Education) continue to fund this articulation activity?	91% Yes	9% No

Comments: It should be funded by I.O.E. in order that all program areas may benefit from the materials.

Q.	Should the State disseminate the Handbook statewide?	84% Yes	16% No

Comments: Only to those who request it.

APPENDIX F - EVALUATIONS OF PROJECT MAVE CONFERENCES

Meta-Evaluation Completed by Project MAVE Field Test Site Coordinators at the November 2, 1977 Field Test Site Coordinators Training Conference at Thornton Community College

1. How would you rate the general organization of this conference?

50%	Excellent
50%	Good
	Poor

2. Were the methods of today's conference important and relevant to the preparation process for field testing?

75%	Yes
25%	Usually
	No

Comments: -Tasks need to be more specific.

3. Was sufficient time devoted to each part of the project materials?

37.5%	Yes
62.5%	Usually
	No

4. Did the orientation provide adequate information about the project and its materials?

87.5%	Yes
12.5%	Somewhat
	No

Comments: -I am somewhat foggy but, hopefully, after I study the materials, it'll all fit together.

5. Do you feel you had sufficient opportunity to make significant contributions to the conference and to ask needed questions?

75%	Yes
25%	Somewhat
	No

Comments:

6. What are your general reactions to the conference?

-Excellent!

-Good beginning - somewhat confused.

-Excellent.

-I feel what we're striving to do is important and I feel you were well prepared.

-I think I know what needs to be done but I needed more time to look over the materials.

-Will see when we get into project.

SUMMARY
JANUARY 17, 1978
TECHNICAL ASSISTANCE AND FEEDBACK CONFERENCE
META-EVALUATION

1. How would you rate the general organization of this conference?

80% Excellent
20% Good
_____ Poor

2. Were the methods of today's conference important and relevant for assisting you in the field testing of materials?

100% Yes
_____ Usually
_____ No

Comments: ·Good to talk to other project coordinators--we are not too bad off.

3. Did today's conference provide adequate information about the positive benefits of implementing the materials?

100% Yes
_____ Somewhat
_____ No

Comments: ·Some negative as to implementation.

4. Did today's conference help you with your local problems of field testing materials? ·Yes
·Yes--prompting coordinator to speed up the A.R.T. process

Comments: ·Yes!
·Yes--possible shortcuts
·Yes, Roundtable discussion helped

5. Do you feel you had sufficient opportunity to make significant contributions to the conference and to ask needed questions?

100% Yes
_____ Somewhat
_____ No

Comments:

6. What are your general reactions to the conference?

·Some good suggestions.
·Good--some of the sites are doing very well.
·We have a good start.
·It is helpful to get together and exchange information.

Project MAVE
Feedback and Improvement Conference
April 18 and 19, 1978
Summary of
Meta-Evaluation

1. How would you rate the general organization of this conference?

90% Excellent
10% Good
____ Poor

2. Did the methods of today's conference provide adequate evaluation of the field testing?

90% Yes
10% Usually
____ No

3. Did today's conference provide adequate information about positive benefits of implementing the materials?

100% Yes
____ Somewhat
____ No

4. Did today's conference provide adequate analysis of the negative side of implementing the materials?

100% Yes
____ Somewhat
____ No

5. Do you feel you had sufficient opportunity to make significant contributions to the conference?

100% Yes
____ Somewhat
____ No

6. What are your general reactions to the conference?

- Informative; well organized.
- Encouraging.
- Good opportunity to exchange ideas.
- I hope the material is ready. I will continue to use them.
- Net results - positive overshadowed negative.
- Handbook has been utilized. Designed to meet needs of variety of districts or centers.
- Workshops probably would be appropriate upon dissemination of it in the future.
- Carmi's report - one of the best.
- I feel we were open, objective, and very practical.
- I feel we accomplished a great deal and I enjoyed being a part.
- Very well organized. Good participating. Good movement. Relaxed, constructive atmosphere. Participants felt comfortable and safe.
- Marilyn Artis and staff did an excellent job with the project, a very difficult job. Conference well organized and materials provided well done.

APPENDIX G - BROCHURE

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The information gathered by **PROJECT MAVE** has confirmed the conclusion that there are four major components for articulating vocational programs and service. The **ARTICULATION HANDBOOK** incorporates these four elements:

- building a cooperative climate
- expanding communication among staff
- developing sequenced K-14 programs
- coordinating K-14 services

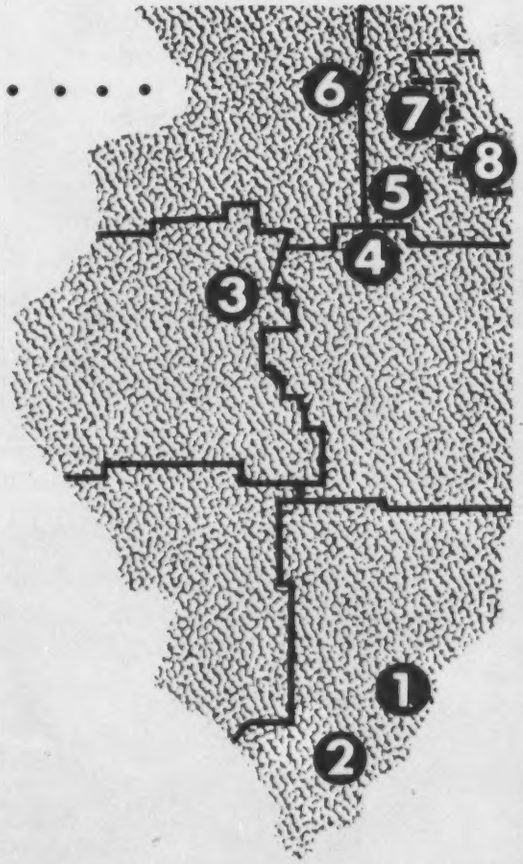
The PROJECT MAVE ARTICULATION HANDBOOK is being field tested in eight sites in the STATE OF ILLINOIS. . . . .

FIELD TEST SITES

1. Little Wabash Area Vocational Center
   Carmi, Illinois
2. John A. Logan College
   Carterville, Illinois
3. Peoria Education Service Region
   Peoria, Illinois
4. Livingston Area Vocational Center
   Pontiac, Illinois
5. Mazon-Verona-Kinsman C. U. District #2
   Mazon, Illinois
6. DeKalb C. U. District #428
   DeKalb, Illinois
7. DuPage Area Vocational Education Authority
   Addison, Illinois
8. Thornton Township High School District #205
   Harvey, Illinois

FIELD TEST SITE COORDINATORS

1. Arthur Saunders, Guidance Coordinator
2. Robert Irvin, Associate Dean Vocational/Technical Division
3. John Hlavach, Assistant Superintendent, Region 3
4. Daren L. Cox Vocational Education Director
5. William S. Lynch, Superintendent
   Lawrence Ahearn, Guidance Counselor
6. John Cassani, K-12 Career Education Coordinator
7. John Gibson, Director
   Thomas Norton, Guidance Counselor
8. Bill Hayse, Vocational Education Director



Numbers represent locations of Field Test Sites.

Boundary lines represent State Vocational Regions.

PROJECT MAVE

Marilyn J. Artis
Director

During its first year, **PROJECT MAVE** gathered information throughout the State of Illinois regarding successful articulation policies and practices for the purpose of developing the **PROJECT MAVE ARTICULATION HANDBOOK.** The **ARTICULATION HANDBOOK** is based upon 1,100 written questionnaires, 35 Illinois site visitations, 49 personal interviews, and 3 formative evaluation conferences.

PROJECT MAVE

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Harold R. Fuller
Director of Services

PROJECT MAVE

MODEL FOR ARTICULATED VOCATIONAL EDUCATION

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Department of Adult, Vocational
and Technical Education

PROJECT MAVE

The goal of **PROJECT MAVE** is to provide Illinois educators with a formal articulation mechanism for inter-institutional and intra-institutional coordination of K-14 vocational programs and services for the benefit of the students.